

SECTION G-L: SELECTED PUBLISHED RESEARCH ARTICLES ON AFTER-SCHOOL

Out-of-School Time

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Free. Available online only: www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html

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Free. 12 pages. [OSTB7] [Go to order form](#). Also available online:
www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief7.html

[Leveraging Resources to Promote Positive School-CBO Relationships](#)

2004. Christopher Wimer, Margaret Post, and [Priscilla M. D. Little](#).

This article in the Spring 2004 edition of *Afterschool Matters* (pp. 15–23) uses information in our [Out-of-School Time Program Evaluation Database](#) to examine how community-based organizations and schools can work together to build and leverage resources in creating successful after school programming.

Free. Available online only: www.robertbownefoundation.org/pdf_files/afterschoolmatters_spring04.pdf

[Learning From Logic Models in Out-of-School Time](#)

2002. Harvard Family Research Project.

A logic model can be a powerful tool for illustrating a program's theory of change to program staff, partners, funders, and evaluators. Moreover, a completed logic model provides a point of reference against which progress towards achievement of desired outcomes can be measured on an ongoing basis, both through performance measurement and evaluation. This brief offers an in-depth review of logic models and how to construct them.

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Selected Evaluation Terms

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Evaluating Municipal Out-of-School Time Initiatives—Learning From the Field

2002. [Priscilla M. D. Little](#) and Flora Traub.

To inform municipal leaders who are developing out-of-school time evaluations, HFRP scanned the city-level initiatives in its evaluation profiles database and prepared this short brief that describes the evaluation approaches, methods, and performance measures that some cities are using for evaluation. The brief includes a summary table that provides the size/scope of program, evaluation design, data collection methods, and evaluation purposes for each evaluation included in our review.

Free. Available online only: www.gse.harvard.edu/hfrp/projects/afterschool/resources/municipal.html

Organizations in Out-of-School Time: An Introduction

2000. Harvard Family Research Project.

The out-of-school time field has grown rapidly over the past decade, with a constant influx of new voices and approaches. This publication is a summary, but far from a complete review, of organizations active in out-of-school time, grouped by topical area. This review draws on HFRP's extensive mapping of the out-of-school time field. Inclusion here should not be taken as an organizational endorsement.

Free. Available online only: www.gse.harvard.edu/hfrp/projects/afterschool/resources/organizations.html

Federal Funding in Out-of School Time With Accountability Requirements and Evaluations

2000. Harvard Family Research Project.

These Web documents were produced by HFRP as part of its initial efforts to “map” the out-of-school time field, and detail federal funding streams for out-of-school time programs and related programming alongside their accountability requirements and evaluations. A summary section offers a narrative description of each funding stream. Funding streams are classified as major or minor depending on the amount of money they make available for out-of-school time efforts.

Free. Available online only: www.gse.harvard.edu/hfrp/projects/afterschool/resources/index.html#funding

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Evaluation and Accountability

The Evaluation Exchange

This internationally distributed periodical offer ideas, lessons, and practices about the evaluation of programs and policies that affect children, youth, families, and communities. Regular features, including Theory & Practice, Promising Practices, Questions & Answers, and Ask the Expert, highlight innovative approaches to solving common evaluation problems. *The Evaluation Exchange* is published 3–4 times per year.

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Lessons in Evaluating Communication Campaigns: Five Case Studies

2003. [Julia Coffman](#).

This paper examines how communication campaigns with different purposes (individual behavior change and policy change) have been evaluated. It offers a discussion of theories of change that can guide evaluation planning, along with five case studies of completed campaign evaluations. Each case study includes lessons from the evaluation and the paper finishes with a set of cross-case-study lessons gleaned from these evaluations and others.

Free. Available online only: www.gse.harvard.edu/hfrp/pubs/onlinepubs/lessons/index.html

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[Evaluation's Role in Supporting Initiative Sustainability](#)

2002. [Heather B. Weiss](#), [Julia Coffman](#), and [Marielle Bohan-Baker](#).

A common complaint about large-scale initiatives is that they do not do enough, early enough to ensure sustainability. This paper offers ideas for the roles that evaluation can play in helping ensure a discussion about sustainability is started early enough and maintained throughout an initiative. The ideas in this paper are based on Harvard Family Research Project's broad spectrum of experience in the past two decades with large-scale initiatives.

Free. Available online only: www.gse.harvard.edu/hfrp/pubs/onlinepubs/sustainability/index.html

[Public Communication Campaign Evaluation: An Environmental Scan of Challenges, Criticisms, Practice, and Opportunities](#)

2002. [Julia Coffman](#).

This report presents what has been happening in the field of public communication campaign evaluation in recent years. It examines evaluation challenges, criticisms, and practice and includes sections on relevant theory, outcomes, and useful methods for designing evaluations. It ends with opportunities for the road ahead.

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Reaching Results Briefs

These short reports are designed to frame and contribute to the public debate on evaluation, accountability, and organizational learning. Titles include:

- [***Learning From Logic Models: An Example of a Family/School Partnership Program***](#)
1999. Julia Coffman. Available online: www.gse.harvard.edu/hfrp/pubs/onlinepubs/rrb/learning.html
- [***Aiming for Accountability: Lessons Learned From Eight States***](#)
1998. Diane Schilder. Available online: www.gse.harvard.edu/hfrp/pubs/onlinepubs/rrb/aiming.html
- [***Overview of Results-Based Accountability: Components of RBA***](#)
1997. Diane Schilder. Available online: www.gse.harvard.edu/hfrp/pubs/onlinepubs/rrb/overview.html
- [***Indicators: Definition and Use in a Results-Based Accountability System***](#)
1997. Karen Horsch. Available online: www.gse.harvard.edu/hfrp/pubs/onlinepubs/rrb/indicators.html
- [***Strategic Planning Process: Steps in Developing Strategic Plans***](#)
1997. Diane Schilder. Available online: www.gse.harvard.edu/hfrp/pubs/onlinepubs/rrb/strategic.html

Free. Available online at the addresses listed above. Single hard copies of *Learning from Logic Models* and *Aiming for Accountability* are available on request—please specify full title on the [order form](#).

Aiming for Accountability: Lessons Learned From Eight States

1998. Harvard Family Research Project.

This report highlights some of the important lessons in designing and developing results-based accountability (RBA) systems, based on the insights gained from studies of eight states: Florida, Georgia, Iowa, Minnesota, North Carolina, Ohio, Oregon, and Vermont. The report includes information on how these states overcame challenges in developing effective RBA systems and what the characteristics of promising RBA efforts are.

\$7.00. 54 pages. [AIMCROSS] [Go to order form.](#)

Evaluating School-Linked Services: Considerations and Best Practices

1998. Karen Horsch.

Nine evaluators of school-linked services programs identify considerations and best practices related to evaluating outcomes, sustainability, and collaboration to help determine how school-linked services programs work, what their impact is, and whether they should be expanded.

Free. Available online only: www.gse.harvard.edu/hfrp/onlinepubs/school-linked.html